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A comparison of the effects of the two methods of listening and reading instruction when used in the language arts program at the eighth-grade level as related to listening, reading, study skills, and English achievement was presented.

One hundred fifty-seven students enrolled in six regularly scheduled English classes were assigned by classes to one of the two principal groups. Two teachers were used in the study. Of the four classes being instructed by one teacher, two were selected for part of the experimental group using a table of random numbers, and the remaining two classes were assigned to the control group. Of the two classes being instructed by the other teacher, one was selected for part of the experimental group using a table of random numbers, and the remaining class was assigned to the control group. During one school year, students in the experimental group received listening and reading instruction through the "Listen and Read Program" during the English period. This instruction included the first 25 tapes of the 30-tape series. Students in the control group were presented with teacher lessons composed of the same basic concepts as those found in the first 25 tapes in the "Listen and Read Program," but differed with respect to actual materials and mode of presentation.

Students were tested for gain in achievement in listening, reading, study skills, and English. The general conclusion was that the recorded presentations were as effective as teacher-presented instruction in all areas measured, and it was superior to teacher-presented instruction in a number of areas.

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A COMPARISON OF TWO METHODS OF LISTENING INSTRUCTION

READING NEWSLETTER 33
September 1964

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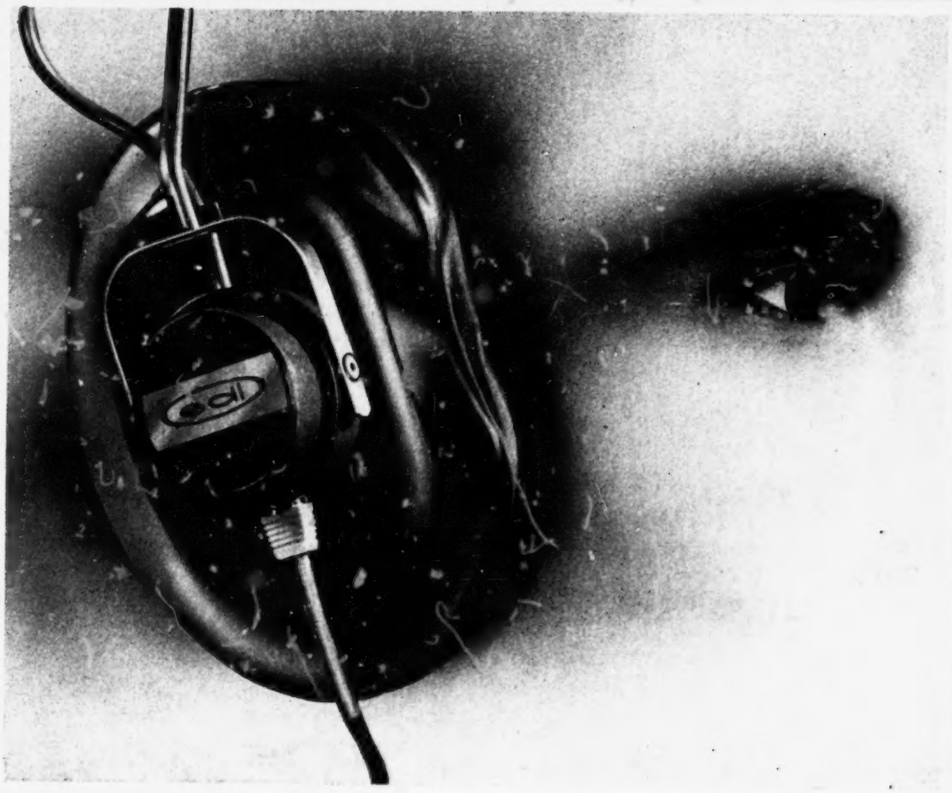
Listening, an act too often taken for granted by students and teachers, is rapidly becoming one of our most exciting educational frontiers. This is new territory, for 90 per cent of the listening research has been conducted since 1952, and there is still much to learn.

We are pleased to offer as our first newsletter for the 1964-65 school year the summary of a doctoral thesis in which two methods of listening and reading instruction are compared. This study presents much valuable information and poses many intriguing questions.

9-24-64 Printed in U.S.A. EDL-P-281



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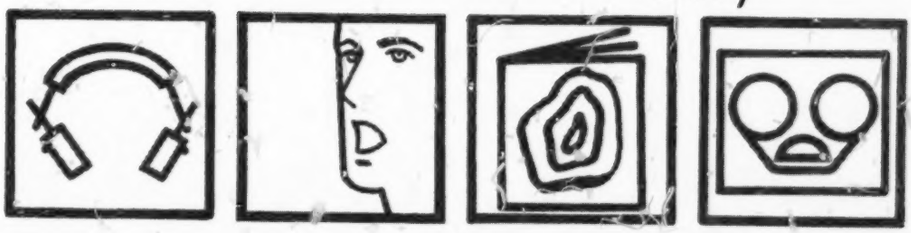

INTRODUCTION

Ever since the tape recorder was introduced to the American classroom in the early 1950s, teachers and students alike have been fascinated by its potential as an instructional tool. Tape recorders are now commonplace in most schools, with many teachers making daily use of them. Indeed, some school systems have accumulated libraries of hundreds of tape recordings.

One of the first taped auto-instructional programs to be made commercially available was EDL's Listen and Read program, introduced in 1961. The purpose of this series is to improve listening and reading through an aural approach. This series of thirty tape recordings, with its accompanying student workbook, has met with enthusiastic acceptance by reading and English teachers on the secondary level.

The effectiveness of the Listen and Read program was studied by Robert E. Kraner and described in his doctoral thesis for North Texas State University. In the study, two matched groups of eighth graders were given comparable instructional content, one group through the medium of the Listen and Read program, the other through lectures by the teacher. Students were tested for gain in achievement in listening, reading, study skills, and English.

The fact that the recorded presentations were *as effective as* teacher-presented instruction in all areas measured and *superior to* teacher-presented instruction in a number of areas has, we feel, a number of important implications, the chief one relating to the use of teacher time. If carefully prepared recordings can match or even surpass the effectiveness of person-to-person instruction in the teaching of certain skills and knowledges, does this not suggest that the use of recordings would make it possible for a teacher to multiply his or her effectiveness two, three, or even four times? The possibility of differentiating instruction to suit individual needs and learning rates, and the opportunity to offer more individual guidance certainly merit thoughtful consideration and much intensive research.

Dr. Kraner, now at the University of Arizona in Tucson, has kindly prepared a summary of his thesis for our September newsletter.

— The Editors

A COMPARISON OF TWO METHODS OF LISTENING INSTRUCTION

Kraner, Robert E., *A Comparison of Two Methods of Listening Instruction in an Eighth Grade Language Arts Program.* Doctor of Education (Counseling and Personnel Administration), August, 1963, 116 pp., 5 tables, bibliography, 83 titles.

The purpose of this study was to compare the effects of two methods of listening and reading instruction when used in the language arts program at the eighth grade level as related to listening, reading, study skills, and English achievement. The following sub-problems were involved:

1. To determine any significant differences in achievement gain with respect to listening, reading, study skills, and English improvement between an experimental group receiving instruction presented by the *Listen and Read Program* and a control group receiving instruction through lessons presented by the classroom teacher; and

2. To determine any significant differences in achievement gain with respect to listening, reading, study skills, and English improvement between high ability and low ability students in the experimental and control groups.

In light of the problem the following hypotheses were formulated for this study:

1. There will be a significant difference between the means of listening achievement gain of the two principal groups with the experimental group tending to achieve more than the control group.

2. There will be a significant difference between the means of listening achievement gain of high ability and low ability students with low ability students tending to achieve more than high ability students.

3. There will be a significant difference between the means of reading achievement gain of the two principal groups with the experimental group tending to achieve more than the control group.

4. There will be a significant difference between the means of reading achievement gain of high ability and low ability students with low ability students tending to achieve more than high ability students.

5. There will be a significant difference between the means of study skill achievement gain of the two principal groups with the experimental group tending to achieve more than the control group.

6. There will be a significant difference between the means of study skill achievement gain of high ability and low ability students with low ability students tending to achieve more than high ability students.

7. There will be a significant difference between the means of English achievement gain of the two principal groups with the experimental group tending to achieve more than the control group.

8. There will be a significant difference between the means of English achievement gain of high and low ability students with the low ability students tending to achieve more than high ability students.

One hundred fifty-seven students enrolled in six regularly scheduled English classes were assigned by classes to one of the two principal groups. Two teachers participated in the study. Of the four classes being instructed by one teacher, two were selected for part of the experimental group using a table of random numbers, and the remaining two classes were assigned to the control group. Of the two classes being instructed by the other teacher, one was selected for part of the experimental groups using a table of random numbers, and the remaining class was assigned to the control group.

During the 1962-1963 school year, students in the experimental group received listening and reading instruction through the *Listen and Read Program* during the English period. This instruction included the first 25 tapes of the 30-tape series, and required approximately 750 minutes of class time during the entire year. Thirty-two headphone sets were extended from one tape recorder to four library tables in a classroom. This permitted an entire class to listen to a tape and work the corresponding exercises in the workbook.*

Students in the control group were presented with teacher lessons composed of the same basic concepts as those found in the first 25 tapes in the *Listen and Read Program*, but differing with respect to actual materials and mode of presentation (See Appendix). These were presented during the English period and required approximately 750 minutes over the entire year.

*Editors' note: The authors of the *Listen and Read Program* recommend small-group participation because of individual variations in reading and working rates; however, the purpose of this study was to measure the effectiveness of the technique in a situation in which the entire class participated as a group.

The *California Test of Mental Maturity* was used to determine high ability and low ability students in each of the two principal groups. The *Brown-Carlsen Listening Comprehension Test*, the *California Achievement Test, Reading Section* and *Language Section*, and the *Contemporary Test of Scholastic Progress, Study Skills* were used to measure achievement in listening, reading, English, and study skills, respectively. Table I contains the means of intelligence and achievement of the two principal groups, as measured by the pretest battery. A ± test revealed no significant differences between the two groups for any of the areas.

TABLE I

A COMPARISON OF INTELLIGENCE AND ACHIEVEMENT MEANS OF THE TWO PRINCIPAL GROUPS

	Intelligence	Study Skills	Reading	Listening	Language
Experimental Group	55.83	57.67	99.64	45.03	76.05
Control Group	57.67	61.19	101.95	45.88	78.35

Differences between pretest and post-test scores were used to determine achievement gains.

Achievement gains on both the sub-tests and total tests were treated by a complex analysis of variance, with the tenability of the hypotheses being determined by the total test analysis. The results indicated that the experimental group showed a statistically significant gain for eight of the eighteen variables, with no significant differences favoring the control group. In listening, significant variances were found in Following Directions, Recognizing Transitions, and Total Listening. In reading, significant variances were found in Following Directions and Total Reading. In study skills, a significant variance was found in Graphic Interpretation. In English, significant variances were found in Capitalization and Total English. These findings led to the acceptance of hypotheses one, three, and seven, and the rejection of hypothesis five.

The results with respect to high and low ability students revealed that significant achievement favored the low ability students on four of the eighteen variables. No significant achievement for the high ability student was found. Significant achievement for the low ability student was found on Total Listening for listening, Vocabulary and Total Reading for reading, and Capitalization for English. This evidence led to the acceptance of hypotheses two and four and the rejection of hypotheses six and eight.

In view of the results of the investigation and within the limitations of the study, the following conclusions were made:

1. In general, the *Listen and Read Program* was more effective than regular classroom teacher lessons as a method for presenting instruction in listening and reading. More specifically, this method was more effective in

the areas of following directions and recognizing transitions. Both methods of presentation appeared equally effective for instruction in the specific areas of immediate recall, word meanings, lecture comprehension, vocabulary, reference skills and interpretation.

TABLE II

EFFECT OF GROUPS, ABILITY, AND THE INTERACTION OF THE TWO ON LISTENING ACHIEVEMENT
(as measured by the **Brown-Carlsen Listening Comprehension Test**)

	Source	Sum of Scores	df	F
Immediate Recall	Groups	13.16	1	1.56
	Ability	27.00	1	3.19
	Interaction	10.47	1	1.24
	Individual differences	846.35	100	
Total		896.98		
Following Directions	Groups	120.62	1	8.42**
	Ability	4.65	1	.32
	Interaction	44.46	1	3.10
	Individual differences	1433.31	100	
Total		1603.04		
Recognizing Transitions	Groups	26.00	1	8.22**
	Ability	1.38	1	.44
	Interaction	3.12	1	.98
	Individual differences	316.38	100	
Total		346.88		
Word Meanings	Groups	.24	1	.06
	Ability	7.01	1	1.81
	Interaction	.01	1	.002
	Individual differences	386.65	100	
Total		393.91		
Lecture Comprehension	Groups	.09	1	.008
	Ability	33.47	1	3.30
	Interaction	.24	1	.02
	Individual differences	1014.73	100	
Total		1048.53		
Total Listening	Groups	343.47	1	5.75*
	Ability	336.24	1	5.63*
	Interaction	180.47	1	3.02
	Individual differences	5970.58	100	
Total		6830.76		

*Significant at better than the .05 level.
**Significant at better than the .01 level.

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HOW TO BRING ANOTHER TEACHER INTO THE CLASSROOM

The teacher is on tape! The diagram at the right shows how easy it is to create a listening station in **your** classroom. The set-up is simple: a tape recorder, a plug-in strip, and sets of headphones. Add a set of Listen and Read tapes and student workbooks, and the teacher on tape is ready to go!

Would you like to try a Listen and Read lesson? Use the card below to request a sample record and lesson folder, with which you can experience the intensive, individualized, carefully guided learning made possible by Listen and Read.

We will also be pleased to come to your school to conduct a classroom demonstration, and to send you additional information on any of EDL's programs.

☐ I would like to try Listen and Read. Please send me a complimentary lesson folder and recording.

☐ I would like to try Listen and Read in my classroom. Contact me to arrange a demonstration.

I have checked the other EDL programs in which I am interested.

☐ Please send literature.
☐ Controlled Reading
☐ Tachistoscopic Techniques
☐ Study Skills Library
☐ Word Clues Series
☐ Skimming and Scanning
☐ Reading 300 Laboratory approach

☐ Contact me for a demonstration.
☐ Spelling Program
☐ Arithmetic Skills Program
☐ Reading Eye Camera
☐ Flash-X Sight Vocabulary Test
☐ Reading Versatility Tests
☐ Word Clue Tests

☐ I would like to attend an EDL workshop. Send information on dates and locations.

Name _____ Position _____

School _____

Street _____ Phone _____

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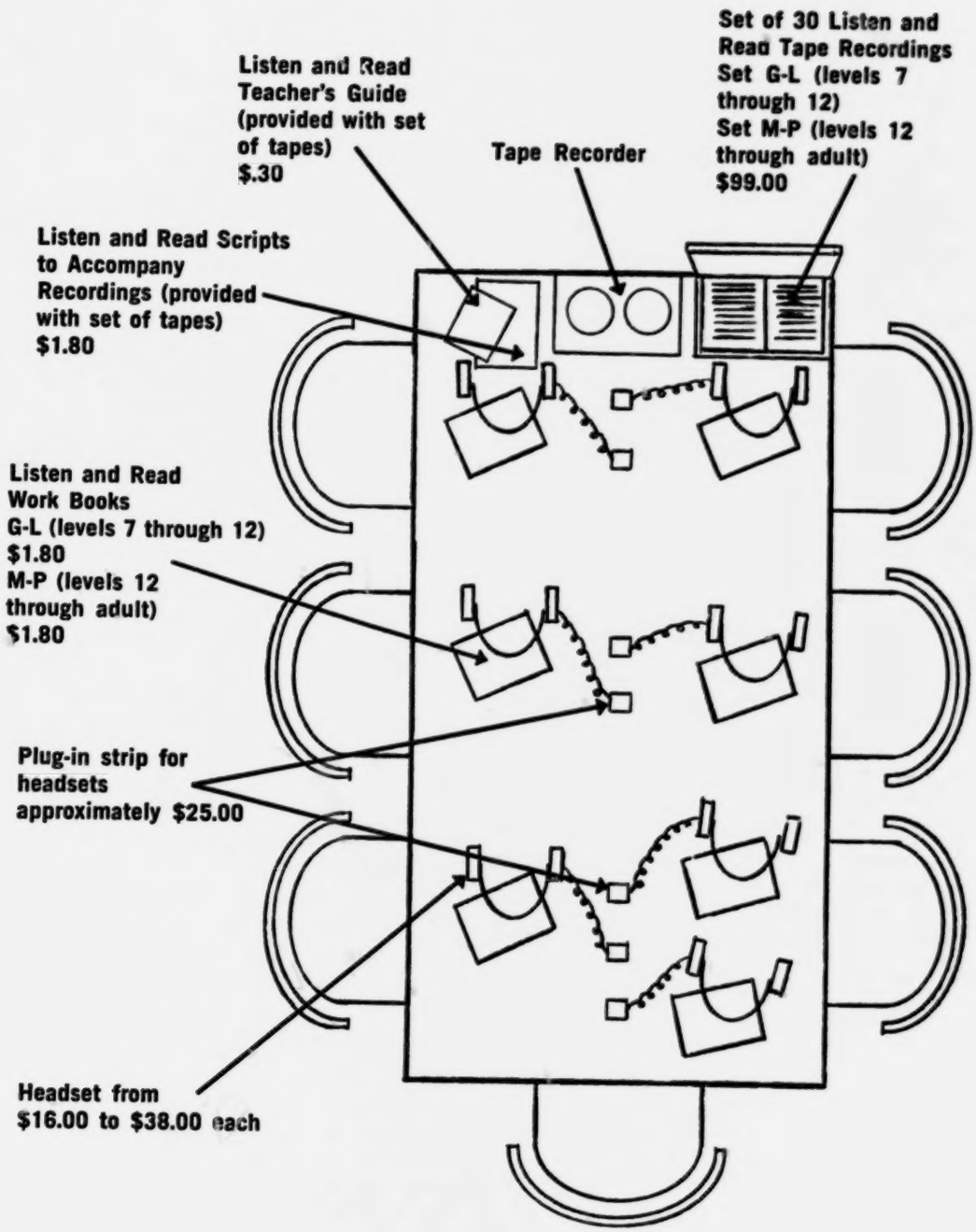
LISTENING STATION


Set of 30 Listen and Read Tape Recordings
Set G-L (levels 7 through 12)
Set M-P (levels 12 through adult)
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Listen and Read Teacher's Guide (provided with set of tapes)
$.30
Tape Recorder
Listen and Read Scripts to Accompany Recordings (provided with set of tapes)
$1.80
Listen and Read Work Books
G-L (levels 7 through 12)
$1.80
M-P (levels 12 through adult)
$1.80
Plug-in strip for headsets approximately $25.00
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takes pleasure in sending you, each year, newsletters on outstanding programs using EDL techniques, significant research studies, and noteworthy new teaching procedures.

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Controlled Reading

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Word Clues series

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These workshops will also introduce newly released materials and programs:

Comprehension Power filmstrips for the Controlled Reader

The Word Watching Spelling Program

Additions to the Study Skills Library

Student Study Guides to accompany Controlled Reading films

The Reading 300 Laboratory

If you or others in your school would like to attend one of these workshops, use the attached business reply card to request further information.

TABLE III

EFFECT OF GROUPS, ABILITY, AND THE INTERACTION OF THE TWO ON READING ACHIEVEMENT
(as measured by the **California Achievement Test,** Reading Section)

	Source	Sum of Scores	df	F
Vocabulary	Groups	44.46	1	.88
	Ability	960.15	1	19.88***
	Interaction	90.00	1	00.00
	Individual differences	5041.54	100	
Total		6046.15		
Following Directions	Groups	48.47	1	8.39**
	Ability	4.47	1	.60
	Interaction	5.09	1	.88
	Individual differences	577.73	100	
Total		634.76		
Reference Skills	Groups	34.62	1	3.17
	Ability	15.38	1	1.41
	Interaction	3.12	1	.29
	Individual differences	1089.77	100	
Total		1142.89		
Interpretation	Groups	79.63	1	2.48
	Ability	27.01	1	.84
	Interaction	25.01	1	.78
	Individual differences	3216.19	100	
Total		3347.84		
Total Reading	Groups	819.83	1	6.75*
	Ability	1477.54	1	12.17***
	Interaction	1.38	1	.01
	Individual differences	12141.08	100	
Total		14439.85		

*Significant at better than the .05 level.
**Significant at better than the .01 level.
***Significant at better than the .001 level.

2. Generally, the *Listen and Read Program* and regular classroom teacher lessons were equally effective in contributing to improvement in study skills, especially in the specific area of verbal skills. However, the *Listen and Read Program* was more effective in the presentation of instruction in the reading of graphic material.

TABLE IV

EFFECT OF GROUPS, ABILITY, AND THE INTERACTION OF THE TWO ON STUDY SKILL ACHIEVEMENT
(as measured by the **Contemporary Test of Scholastic Progress,** Study Skills Section

	Source	Sum of Scores	df	F
Verbal	Groups	.04	1	.001
	Ability	.35	1	.01
	Interaction	8.65	1	.29
	Individual differences	2950.92	100	
Total		2959.96		
Graphic	Groups	347.12	1	6.03*
	Ability	52.65	1	.92
	Interaction	.96	1	.02
	Individual differences	5752.77	100	
Total		6153.50		
Total Study Skills	Groups	354.46	1	3.42
	Ability	61.54	1	.59
	Interaction	15.38	1	.15
	Individual differences	10365.08	100	
Total		10796.46		

*Significant at better than the .05 level.

3. In general, the *Listen and Read Program* contributed significantly more than the classroom teacher lessons to achievement in basic English skills, especially capitalization. Both methods appeared to be equally effective for instruction in the specific skills of punctuation and word usage.

TABLE V

EFFECT OF GROUPS, ABILITY, AND THE INTERACTION OF THE TWO ON ENGLISH ACHIEVEMENT
(as measured by the **California Achievement Test,** Language Section)

	Source	Sum of Scores	df	F
Capitalization	Groups	108.04	1	6.75*
	Ability	77.88	1	4.87*
	Interaction	24.04	1	1.50
	Individual differences	1600.15	100	
Total		1810.12		
Punctuation	Groups	7.54	1	.55
	Ability	4.65	1	.34
	Interaction	18.62	1	1.36
	Individual differences	1366.54	100	
Total		1397.35		
Word Usage	Groups	44.46	1	2.42
	Ability	71.12	1	3.87
	Interaction	13.88	1	.75
	Individual differences	1839.92	100	
Total		1969.38		
Total English	Groups	392.35	1	6.64*
	Ability	228.04	1	3.86
	Interaction	9.85	1	.17
	Individual differences	5912.23	100	
Total		6542.47		

*Significant at better than the .05 level.

4. The general conclusion from the comparison of achievement gains between the two groups using the two different methods of instruction was that the *Listen and Read Program* served as an effective adjunct to an eighth grade language arts program to produce significant achievement in listening comprehension, reading ability, following directions, recognizing transitions, reading graphic material, and capitalization.

5. In general, low ability students profited significantly more in listening and reading achievement than high ability students by receiving instruction through the *Listen and Read Program.* The taped exercises were especially

effective in developing the reading vocabulary of the low ability students. Both high and low ability students achieved equally on the specific skills of immediate recall, following directions, recognizing transitions, word meanings, lecture comprehension, reference skills, and interpretation; however, the tendency for low ability students to achieve more in these specific areas, though not significantly, combined to produce significant achievement in general listening and reading ability.

6. Both high ability and low ability students profited equally in study skills achievement and in the specific areas of verbal and graphic interpretation after receiving instruction through the *Listen and Read Program.*

7. In general, both high ability and low ability students had similar achievement in English development and in the specific skills of punctuation and word usage. In the specific skill of capitalization, low ability students profited more from taped exercises than high ability students.

8. The general conclusion from comparing the achievement of high ability and low ability students was that the *Listen and Read Program,* when used as an adjunct to the language arts program, was more effective for use with low ability students for instruction in listening comprehension, reading ability, reading vocabulary, and capitalization.

APPENDIX

Coordination of Listen and Read Tapes and Teacher Lessons

Teacher lessons were based on the following sources:

Chandler, J. R., Beamer, G. C., Williams, C. C., and Armstrong, V. L. *Successful Adjustment in College.* Englewood Cliffs, N. J., Prentice-Hall, Inc., 1958.

Nieman, E. W. and O'Daly, E. C., *Adventures for Readers Book 2.* New York, Harcourt, Brace and Company, Inc., 1958.

Warriner, J. E. and Treanor, J. H., *English Grammar and Composition.* New York, Harcourt, Brace and Company, Inc., 1959.

LISTEN AND READ TAPE	TEACHER LESSON
I. Tape #1 — "How Well Do You Listen?"	Warriner, pp. 431, 432, Ex. 2, p. 432
II. Tape #2 — "Listening and Reading"	Warriner, pp. 433-441, Ex. 7, p. 437 (relate these same principles to reading)
III. Tape #3 — "Words and Your Senses"	Nieman, "Beauty," p. 554, Ex. Kinds of Beauty
IV. Tape #4 — "Meeting New Words"	Warriner, pp. 398, 399, Ex. 1, p. 399 Nieman, p. 253, Words in Context
V. Tape #5 — "Unlocking Sentence Meaning"	Warriner, pp. 304-308, Ex. 7, p. 307
VI. Tape #6 — "Sentences — From Simple to Complex"	Warriner, pp. 297-299, Ex. 1, p. 299
VII. Tape #7 — "Using Signs and Signals in Reading"	Nieman, pp. 561-563, emphasis on key words, p. 562, pick out the key words.
VIII. Tape #8 — "Spotting Topics in Paragraphs"	Warriner, pp. 309-311, Ex. 1, p. 311
IX. Tape #9 — "Paragraph Keys"	Warriner, pp. 313-316, Ex. 2, p. 314
X. Tape #10 — "Following the Author's Organization"	Warriner, pp. 317-323, Ex. 5, p. 320
XI. Tape #11 — "Check Your Study Habits"	Chandler, "Successful Adjustment in College," pp. 29-30
XII. Tape #12 — "How to Study With SQ3R"	Nieman, pp. 318-327, read "Catching Important Details," p. 319, Questions 1-4, p. 327
XIII. Tape #13 — "Underlining With a Purpose"	Warriner, pp. 375-377, discuss what should be underlined
XIV. Tape #14. — "The Art of Note Making"	Warriner, pp. 369, 370, Ex. 4, p. 374
XV. Tape #15 — "Outlining"	Warriner, pp. 371-374, Ex. 4, p. 374
XVI. Tape #16 — "The Language of Charts, Graphs, Maps, and Diagrams"	Warriner, Lesson 26b, pp. 445-446, relate to graphic presentation
XVII. Tape #17 — "Compressing Ideas, Summarizing"	Warriner, pp. 363-366, Ex. 1, p. 365

XVIII. Tape #18 — "Shifting Gears in Reading"	
XIX. Tape #19 — "Skimming and Scanning"	Nieman, pp. 156-171, read "Choosing Your Reading Pace," p. 157, "Checking Your Reading Pace," p. 171 (time on this lesson should equal both tapes 18 and 19)
XX. Tape #20 — "The Reading Habit"	Nieman, "My World Has Wings," pp. 3-10
XXI. Tape #21 — "Reading Between the Lines"	Nieman, "Drawing Conclusions," p. 114, 123
XXII. Tape #22 — "The Power of Persuasion"	Nieman, p. 199, "The Language of Propaganda," and p. 236, "Name-Calling"
XXIII. Tape #23 — "News of the Day"	Warriner, Lesson 25d, pp. 439-441, Ex. 9, 10, 11
XXIV. Tape #24 — "Figurative Language"	Nieman, "Figures of Speech," p. 133, "Personification," p. 523, "Comparisons," p. 528
XXV. Tape #25 — "Finding Viewpoints in Essays"	Nieman, pp. 507-511, read "Point of an Article," p. 508, Questions 1, 2, 3, p. 511